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ABSTRACT

A description is provided of 12 reading skills strategies that were developed as part of a Reading across the Curriculum project to help students bridge the gap between their reading levels and the reading level of their textbooks. Following introductory information on the Reading across the Curriculum project, the 12 strategies are explained and examples of their use and/or modification are provided. The strategies are: (1) Previewing and Marking the Text, which involves reading the foreword, skimming the table of contents, and marking the text; (2) Motivating Students to Read the Text--Helping Them Deal with Anxiety; (3) the SQ3R (Survey, Question, Read, Recite and Review) method; (4) Notetaking, using the Cornell Notetaking format of Record, Reduce, Recite, Reflect and Review; (5) Mapping, a form of outlining in which the material itself generates the form or outline; (6) Time Management, stressing the amount of time needed for study; (7) the Vocabulary Preview Technique, which teaches students to determine the meaning of words through context, word structures, and the dictionary; (8) the Read, Analyze, and Apply technique, which forces the student to think critically about what he/she has read; (9) Prediction, which uses non-reading activities to promote student interest in the topic; (10) Reading Graphs; (11) Differentiating between the Main Idea and Supporting Evidence; and (12) Directed Reading Activity, in which the instructor provides questions for the students to consider when reading. (LAL)

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READING ACROSS THE CURRICULUM: STRATEGIES FOR IMPROVING READING IN CONTENT AREA CLASSES

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READING ACROSS THE CURRICULUM IN CALIFORNIA COMMUNITY COLLEGES

It is true that the type of reaseach that I have been involved in over the last twenty-two years is probably different from the type of reseach in which scholars in universities and graduate schools are involved. And the reason is that community college students are different. The type of students that we have at the community college do not come from the same educational backgrounds; they do not always come from the same economic backgrounds, and they do not come from the same highly motivated backgrounds from which many students in the university come.

Because of these backgrounds, community college students are often what is termed high-risk students or educationally-disadvantaged students. For example, the results on the nationally standardized Stanford TASK test at Cosumnes River College during the years 1984 and 1985 revealed that twenty-four percent of our students read at the thirteenth grade level, seven percent at the twelfth grade, nine percent at the eleventh, nine percent at the tenth grade, seven percent at the ninth, ten percent at the eighth grade, nine percent at the seventh and twenty-three percent at the sixth grade level or below. This means that approximately fifty-eight percent of the students at our campus are reading at or below the tenth grade level. Therefore, a problem arises. There is a descrepency between the students reading level and the textbook reading level.

Aware of this problem, another colleague and I did some research on the kinds of problems that instructors encountered in the content area classes. We consulted with approximately fifteen instructors from approximately six different colleges. As a result of this research, we found out that the most

common problems that students encountered in reading their textbooks were among others: 1) not reading or owning the text, 2) a superficial reading of the text, 3) a gap between the level of the text and the ability of the student, 4) anxiety or fear of reading the textbook, 5) not being able to distinguish between main ideas and subordinate ideas, 6) problems with interpreting or studying illustrations and graphs, 7) experiencing levels of difficulty in comprehension, that is distinguishing between the literal, interpretive and the applied level, 8) understanding and distinguishing between cause and effect relationships, and finally 9) dealing with specific technological terms and vocabulary pertinent to the particular content area.

After assessing these problems, my colleague, Elizabeth Biggert, and I decided to do some research in order to develop strategies that would enable students to bridge the gap between their reading level and the reading level of the text. Realizing that we could not reach many students with just the two of us, we decided that the best approach would be to train faculty who in turn could train students to use strategies that would help bridge the gap between their reading levels and the reading levels of their textbooks. And so before discussing the actual strategies that Elizabeth Biggert, my colleague, and I developed, I would like to discuss first of all our plan for sharing these strategies.

We selected twelve instructors from six community colleges in and around the Sacramento area. The colleges were American River College, Sacramento City College, Cosumnes River College, Butte College, and Yuba College and the Placerville Campus of Cosumnes River College. We then decided that we would train these twelve instructors during the first year of our project in the reading strategies and have them implement these strategies in their

classrooms and courses to see if, in fact, these strategies did enable students with a tenth or eleventh grade reading level to tackle a textbook that is written at perhaps a fourteenth or fifthteenth grade reading level. The instructors that we selected were all content area instructors. The reason that we selected content area instructors is that a number of community college students do not take reading courses even though they do not know how to read at a college level; however, they do end up in content area courses ranging from history and metals industry to biology and political science. Therefore, we wanted to assist both these student and their instructors who were often frustrated by their students inability to read the textbook in their content area.

We not only selected instructors who taught in content areas, but we also selected instructors who were noted for their enthusiasm, their ability to persuade other instructors, their dedication to teaching, and their knowledge of their content area. In other words we wanted excellent instructors, and in general we did get excellent instructors. We spent one summer training these instructors, and they in turn trained their students in the strategies to bridge the gap between student reading levels and textbook reading levels. Not all instructors used all strategies; in fact, most instructors selected three or four strategies that they felt would work best for their content area and for their students. We do have evaluations of the implemenation of these strategies, and for the most part they really do enable students to tackle their textbook more effectively and efficiently. When the instructors had completed the implementation of their strategies, my colleague and I put together both directions for the strategies, which we had used in the first training sessions, with the instructors' actual implementation of the strategies in the classroom and published the 500 page Reading Across the Curriculum manual.

In the second year of the grant, the participating instructors whom we had trained became mentor instructors, and they in turn trained other instructors. Nine of the original twelve instructors agreed to become mentor instructors, and they trained approximately 42 additional content area instructors from a total of 20 community colleges in northern California. While we are in the middle of the second year and it is difficult to assess the total success of the project, we can certainly say at this point that it is going extremely well and that the faculty involved are extremely excited about the implementation of the strategies and what it is doing for their students. As a matter of fact, many of them are sharing these ideas with other colleagues in both formal and informal workshops and seminars in their area. Moreover, we are reaching out to the high school levels and to the university and college levels.

That is how the project works, but I am sure that at this point you would like an understanding of the strategies that we have developed. I use the word developed advisedly because in fact we have borrowed ideas, researched ideas, refurbished old ideas, and stolen ideas. Much of our material is not new, but we have given it a new focus. The new focus is that these strategies are not to be used in a reading class but in actual content area classes. The other part of our strategies that is new is that we emphasize the utility and application of the strategy, not the theory. By using the strategy in a content area class, the students see its immediate relevancy to their success in the class. The strategy does or does not help them in taking a test or in reading and understanding the textbook more effectively and efficiently. As a result of this immediate success, many students are transferring their knowledge of these strategies that they gained in a particular course to other courses that they are taking. For example, one of my students who learned mapping in English

literature transferred this skill to a history course in which she was having difficulties. As a result of using this strategy she raised her grade from a "B" to an "A." In addition to that, she took the opportunity because she was so enthusiastic about her success to train the history instructor, an instructor I, in fact, was reluctant to train myself. With 50 instructors who have approximately 300 students each, we estimate that the project is reaching over 15,000 students per year.

The first strategy that Elizabeth Biggert and I developed is called "Previewing and Marking the Text." This is a very simple strategy which most of us as scholars and educators automatically do. We examine the text; we read the forward; we skim the table of contents, and when we read the text, we mark it. Have you ever noticed that many of your students textbooks are blank? It is very difficult for me, a relatively decent reader, to read a textbook without marking it for its main ideas, vivid examples, etc. Yet our students blithely go through a textbook without marking one point. It appears they are more interested in preserving the beauty of the page than having the information on that page enter their mind. In teaching how to preview and mark text, the instructor models the previewing and marking the text by examining the overall textbook with his class and then marking the first chapter or the first few pages in the chapter as he would do himself if he were reading the textbook. The instructor then engages the students in marking another few pages in the text individually or in a group, thus having the students actively involved in marking a text. In addition, the instructor collects the textbooks periodically to see if the students have continued to mark the text. As a result of this method, Dr. Gallacher, a psychology instructor at American River College, reports that his students learned the positive

benefits of marking their texts, they learned the author's game plan in the book's organization and the special learning aids built into the format, and most importantly they began to look upon their text as a manual that they can learn from, not just a book to be memorized, to be repeated, and to be forgotten.

The second strategy that we developed was "Motivating Students to Read the Text--Helping Them Deal With Anxiety." There are a number of ways in which an instructor can help students deal with their anxiety about reading the textbook. One approach we used to reduce anxiety about reading a textbook was to ask students, based on Dr. Richard Razor's "Reducing Text Anxiety Self Help Guide," to list the things that caused them anxiety about taking a test and reading their textbook. After students have listed the anxieties that prevent them from reading their textbook and taking a test, then they place these anxieties in hierarchical order. By doing that, the student can take each problem area, each anxiety, and pinpoint the irrational, catastrophizing thoughts, construct alternatives, and then practice rational alternatives to avoid and overcome the anxieties that are preventing them from being successful. An additional aspect of this is that when the students do practice the rational alternatives to their irrational anxieties, they allow themselves a self-reward.

A third strategy is the "SQ3R" method for reading a textbook. As you are all probably quite familiar, SQ3R stands for Survey, Question, Read, Recite, and Review. The Survey part of the SQ3R strategy means that in looking at a textbook, one glances over the headings in the chapter to see the few major points that will be developed. This part of the strategy should only take a moment or two. In the Question part of SQ3R, a student takes the first heading

of each subsection in the chapter and turns it into to a question. By turning it into a question, the student arouses his own curiosity, and when he is reading that section, he will increase his comprehension because he is attempting to answer a question that has already been formulated in his own mind. By doing this, he is going to try to answer questions as he reads the entire textbook. After Reading--the first R in the SQ3R--and answering the question which was made by turning the heading into a question, the student then Recites both the question and the answer. Reciting--the second R in the SQ3R--is an important step because recitation transfer material from the short term memory to the long term memory. Finally, the third R in the SQ3R system--is Review. This means that the student looks over the textbook again, looks over his notes, and most of all reviews and recites the major sub questions and the answers to those questions that he has found through reading the textbook. Again, these are things that most of us take for granted in our reading. We automatically ask ourselves questions. We automatically try to understand the material, and many of us have learned to recite things in our cars on our way to work to make sure that we really understand it and that we really have it in our memory. Unfortunately, our students have not learned these techniques and therefore have to be taught these strategies deliberately and consciously. What we take as an automatic response to reading has to become a conscious deliberate effort on their part.

The fourth strategy is called "Notetaking." In notetaking we utilized the Cornell Notetaking format. In the Cornell Notetaking format, there are 5 R's. They stand for Record, Reduce, Recite, Reflect and Review. First of all, the student folds his paper in half or divides it with a line and records

in the right hand column of the paper the meaningful facts and ideas that he is reading and/or listening to in a lecture. Next, the student reduces--the second R--these ideas and facts as concisely as possible. He summarizes and clarifies meanings and relationships and reinforces continunity and in so doing strengthens his own memory. These are placed in the left hand column of the paper. For the 3rd R, recite, the student covers the note section and using only his jottings in the recall column as clues or flags to help him remember, he recites the facts and ideas of the lecture as fully as he can and then uncovering the notes verifies to see how accurate he has been. The 4th R is reflect. Reflect actually stands for thinking. That is we really can't memorize things that we don't understand, and it is also impossible to have ideas without reflecting or thinking. If students make connections and reflections on the particular material they are reviewing and reciting, it often helps them to understand it. There is a place at the bottom of the paper for particular reflections. The 5th R is review. The 5th R means to recite the material every week or so. This way the student will retain most of what he has learned and will be able to use his knowledge to a greater effect when it comes to the final exam or to writing a paper. The Cornell Notetaking method is not only helpful for students, but it is also helpful for instructors. As Dian Hasson at Butte College has said in analyzing the results of using the Cornell Notetaking system: "I can get an excellent idea of how my presentations came across by reading certain sections of my students' notebooks. I can see the points the students have trouble with as well as what they understand. My poorer students learn how to take notes and all students learn critical thinking skills. In addition, the Cornell Notetaking system allows me to develop a dialogue with

my less talkative students. I can get him or her to make a commitment on paper, and we write notes to each other. For these people Samuel Johnson was correct in writing, 'The applause of a single human being is of great consequence.'"

The fifth strategy that we stole or developed is "Mapping." Mapping is a form of outlining; however, the difference between mapping and outlining is that in an outline, the structure is superimposed upon the material that is read; in a map the material itself generates the form or outline. That is the main ideas can be placed in any type of form: circles, squares, lines, any kind of configuration. And the supporting details can be shown around that circle or square in any fashion that suggests that they are in a subordinate position. The key about mapping is in mapping the student is in control of the material. To model the mapping process, most of the instructors involved in our project had the students do their first mapping in class in groups. Each group of students was assigned various sections of a text and asked to pick out the major ideas with the supporting evidence. The students did this, and they were given in most cases large poster board or large butcher paper and markers. They ended up discussing ideas as the instructor went around the room that were quite creative, quite exciting, and quite related to the textbook. They struggled with questions: Is this cause or effect? When they completed their maps, which were usually done in a 50 minute period, a spokesperson or spokespeople from the group were selected to lecture on their map. It is astounding to see students get up and lecture on portions of the textbook with simply a map in front of them as their crutch. In fact, it is a little threatening to us because we were all shocked at how well our students could do and how much they didn't need us. However, since our major function as educators is to

empower our students to educate themselves, we also felt gratified. Mapping also gave instructors a great sense of joy because they were in fact giving their students the opportunity to educate themselves and not be dependent upon them. As Kathy Newman, a biology instructor, at Butte College reported: "I was amazed at the high quality of my student maps that the groups presented in class. The students were also amazed at how much they learned about organic chemistry. I feel that this might be a right brain activity that we in science are not often able to incorporate into science teaching and for the group of predominately right brain students this is a very effective technique."
In my own English literature class, I noticed that after mapping students did not injudiciously quote from their text in exams and they did not simply regurgitate the material. The material had become their own. Chuck Breitsprecher, a geology instructor at American River College, reports positive results in employing mapping: "A variety of students pronounced and used the chapter terms in a proper context; students were proud of their work and publicly willing to defend the use of the materials and their methods of outlining or mapping, and finally students commented that the whole process was fun and made the learning of vocabulary and the concepts of platonics easier."
One of the outcomes of mapping that we hadn't actually planned on when we did our original research is that in the use of the group activity for mapping, there are many side benefits. Students get to know one another. The textbook becomes an exciting place of research rather than something I have to read for homework, and students are actively engaged in a learning process rather than passively sitting in their seats being lectured to.

The seventh strategy, "Time Management," is one that is particularly relevant for community college students. Many of our students work at least part-time if not full-time, attempt to take 15 units, have a family, have children and have other obligations which are almost impossible to juggle and yet without any notion of time management, they attempt to manage them. As a result, their lives are often in chaos. While one can argue that time management has nothing to do with reading a textbook, it is impossible without time management to find the time to read a textbook, particularly if it is not stimulating or high on your priority list. In our time management model, we stress the amount of study time that is necessary for each college class. Most students are shocked to find out that they are supposed to study two hours for each hour in class. Secondly, we stress to the students that if education is a high priority in their lives, then the amount of time they spend on their education should reflect that high priority. We also examine activities that are essentially time-wasters and then have the students list their own activities that are time-wasters. Many of us engage in time-wasting activities; however, for students with full-time jobs, full-time school schedules, and family obligations, it is almost impossible to indulge in time-wasting activities. After students have filled out a chart reflecting the way they actully spend their time, after they have looked at the priorities that they have listed, and after looking at the possible time-wasters in their lives, we then ask the students to figure out how they could change the way in which they spend time so that it would better reflect their priorities. We also spend some time talking about the relationship between time and money. Many of our students seem to understand the concept that time is money. After these exercises, many students are motivated to

change some of their behavior patterns in order to successfully achieve some of their priorities in life.

The eighth strategy is the "Vocabulary Preview Technique." There are three major parts of this strategy. They are the use of context, the use of structure, and the use of the dictionary and glossary. We stress the use of context is in this strategy because as most of us realize we did not learn our basic vocabulary by sitting down and memorizing vocabulary words. We, as educators, learned our relatively good vocabulary by hearing others speak and by seeing a word used in context in a book. The word was not just a meaningless group of letters on a page that sounded sophisticated. We understood the word, how it was used, what connotations the word had, and how not to use the word. This reminds me of one of my low level English students who attempted to use a thesaurus. He looked up the word walk and found the word promenade. He then wrote an essay in which he discussed how he delivered newspapers by "promenading" down the street. Needless to say, that student did not understand the connotations of the word promenade or the context in which that word is usually used. In discussing the context, our strategy discusses the experience clue, the comparison/contrast clue, the synonym clue, the summary clue, the association clue, the reflection clue, and the previous experience clue. All of these are clues that we again take for granted and that we automatically process in our brain. Most of our students in the community college, however, need to be taught these clues and to consciously use them.

The second major part of the vocabulary strategy is to have students look at the structure of a word. To do this, we teach students the basic roots of words, prefixes and suffixes, relying on most of the traditional prefixes, such

as anti meaning against, bi meaning two; the traditional roots such as aqua meaning water, auto meaning self; or the traditional suffixes such as al meaning state of and ist meaning one who. Many students are flabbergasted that they can figure out the meanings of multisyllabic words by simply knowing these key word parts and are delighted with their new found expertise. Lastly, we have students use the dictionary and/or the glossary in their textbook to aid them in developing and acquiring a new vocabulary for the particular content area class.

Some of the instructors involved in the project have done group matching tests for vocabulary. Other instructors have developed computerized technological word lists for their students which illustrate how the word is used in a number of sentences that are pertinent to the content area being discussed. Then the student is asked questions about the meaning of that word. Most science and vocational technological instructors have found the vocabulary technique extremely helpful since it is in those areas that students must acquire a knowledge and understanding of a number of new scientific and technological terms.

"Read, Analyze and Apply" is the ninth strategy. In this strategy the student is forced to think critically about what he has read. He is forced to read it; next he is forced to analyze it and apply it. Dian Hasson, a political science instructor, employing this strategy developed an issue report. In this report the student was required to read two articles on a controversial issue; one of the articles was pro, and the other article was con. Then the student was asked to critically analyze it. The student was asked to present three facts presented by each author in the pro and con articles. The student was then asked to present three opinions that each author presented. Next the student was asked to present three cause and effect relationships that

each author presented, and then the student was asked if any of these cause and effect statements were faulty. Finally, the student was asked to look for information in either essay which was distorted, which had faulty analogies, which had over-simplication, stereotyping or faulty generalizations. Clearly the students were being asked to analyze these pro and con articles in a highly analytical and critical manner. As a result of doing these issue reports, some students actually changed their opinion on controversial issues because they were looking at the issue now, not so much from an emotional base, but from a more analytical, intellectual base. As a result of this issue report, Dian Hasson at Butte College found that on the average each student in her class gained almost 6 points in a nationally standardized reading test. The test score which was .002 indicates signficance.

Larry Moorman from Yuba college also implemented the "Read, Analyze and Apply" strategy in his humanities class. The students, for example, read some western novels as part of the cultural background of the 20th century and then not only analyzed in a research paper the techniques used to write a formula for a western novel but also applied these techniques by writing their own western novel. Another student who was studying the roles of Greek and modern women did a research paper on their differences and similarities. In applying this concept, she did a life-size sculpture of a woman which was divided down the middle. One half the sculpture represented a woman in modern dress, and the other half of the sculpture represented a woman in Greek garb. She then took her entire research paper and put it on a scroll which she held in her hands; ironically, the scroll was a roll of toilet paper.

"Prediction" is the tenth strategy. In this strategy the students are asked to get involved in the piece of material before they are asked to read it. For example, if an instructor had a gang of young toughs and wanted them to read the Declaration of Independence, which is probably not high on these students priority list, the instructor would ask the students to list words they associated with the word freedom. This would actively engage the students in a pre-reading process. Next the instructor would discuss a small group breaking away from a large group and ask the students to list some reasons for a small group breaking away from a large group. Again this activity engages the students in the process. Thirdly, the instructor would then give information about our forefathers and some general statements about their breaking away from England, revolting, wanting independence, etc. Then the instructor would ask the students what they think the major reasons were for our forefathers' breaking away from England and what our forefathers thought about freedom.

Another approach to this same step in the process would be for the instructor to list some statements to which the students respond. Based on what the students decided our forefathers would have thought, the students would label the statement FALSE or TRUE. Finally, after forcing the students to predict what they think our forefathers would have thought about freedom and their reasons for breaking away from their motherland, the instructor would next ask the students to read the Declaration of Independence. As a result of their pre-reading activities, the students now have a vested interest in reading the Declaration of Independence. Their vested interest is to find out whether or not they were right. They have a reason to read the Declaration of Independence, other than the fact that their teacher told them to do it. They also want to find out if their forefathers think the same way as they do about freedom. They

want to find out if their predictions about what their forefathers did and why they did it were right. And as you all know most of us read much more avidly, much more carefully, and with much greater comprehension when we have a vested interest. Let us take in our own mind, for example, a crisis or a problem. If you are buying a car, if you are buying a new house, or if you have someone who has cancer or a rare disease, most of us immediately try to read as much information as we can about this subject so that we can make an intelligent decision. And why do we become instant experts on this subject? It is because we have a vested interest.

In another class conducted by Shelley Shaver, an English instructor at Cosumnes River College, "Prediction" was tired in a different way. Instructor Shaver was attempting to get her students to read articles and essays and stories on such subjects as dying, matrimony and romantic love. Preceding each of these essays, she asked the students to write down what their first experiences were in encountering death or encountering romantic love or dating. Then based simply on the title she asked them to predict whether or not the article would agree with their experiences on the subject. The students then read the essay, of course, to prove that they were right. Finally, the instructor had the students write a comparison/contrast essay analyzing the differences between their concepts and the author's concepts on death, romance, or dating. In this method, instructor Shaver not only forced the students to read the material with a vested interest but to analyze the results.

The eleventh strategy is "Reading Graphs." In reading graphs, a student often reads the graph as a whole rather than taking it apart; in some cases, the student simply skips the graph as an irrelevant piece of material. Since in many cases the graph summarizes much of the material that is on the written page,

the student who skips the graph has lost a great deal of information; therefore, it is important for students to be able to approach a graph independently, using a step-by-step process. In the Reading Graphs strategy, the instructor starts with having students simply read one part of the graph, that is the vertical or the horizontal part. Then the instructor puts both the vertical and the horizontal together and explains the relationship between the horizontal and the vertical scales on the graph and the information that can be inferred by analyzing the interrelationship of these scales. Next the instructor poses questions which will require students to infer information from the graph, using both the vertical and horizontal scales. In the final activity, the instructor asks students to solve a problem by applying the information given from reading the graph literally and inferentially. And thus the student in order to solve the problem truly has to understand the graph. Richard Fosse, a metals industry instructor at Sacramento City College, has used the reading graphs technique extremely effectively. Kathy Newman, biology instructor at Butte College, not only used the reading graphs technique but also had students build their own graphs on computers. By constructing the graphs themselves, students saw how to analyze a graph; in addition, students find some of the mystery and chaos of reading graphs is diminished.

In "Differentiating Between Main Ideas and Supporting Evidence," the twelfth strategy, the students are forced to identify the main ideas and most of the significant details from the reading selection. The instructor does this by developing multiple choice questions based on the main ideas and developing additional multiple choice questions based on the details. The students then go to the textbook to find the answers, which reinforces which ideas are the main ideas and which ideas are simply supporting details. Eula Dean, instructor

in the Family Consumer Science Department at Cosumnes River College, found the reading strategy, "Differentiating Between the Main Idea and Supporting Evidence," extremely helpful. She developed what she called a learning activity packet or a LAP package for her students. In this process she outlines for the students the objectives and the key concepts and engages them in activities which will enable them both to focus on the main ideas and to search out the evidence that supports these ideas. Instructor Dean's package consists not only of multiple choice questions but also group activities and other experiments in which the student can engage so that he or she can focus on the differentiation between main and subordinating ideas.

The thirteenth reading skills strategy is called "Directed Reading Activity." In this activity the instructor asks questions which ellicit student experiences that are relevant to the reading material. Then after engaging the students by asking the students about his or her experiences, the instructor assigns a chapter to be read and poses questions which stimulate and direct students reading so that their comprehension extends beyond the literal level to the figurative level and the level of application. After the strategy has been implemented a few times, the instructor can then ask students to pose questions based on the chapters sub-headings so that students themselves can become self-directed readers and are motivated to read actively to answer their own questions. After students have answered the questions that were posed by the instructor or posed by themselves, the instructor can then lead an active class review by going over questions and answers and resolving disputes by having students cite references to the text. This, of course, empowers students to find evidence to prove their point of view or to disprove their opponents point of view and actively engages them in the process of understanding and reading their textbooks. The directed reading activity can be applied in physics classes, business classes or any other content area classes.

The pupose of all the strategies in the Reading Across the Curriculum project is three fold: 1) to bridge the gap between the reading level of the student and the reading level of the textbook, 2) to motivate students to want to read their textbook and diminish their anxiety about reading a textbook, and 3) to empower students to become active and successful readers and learners.

As the attached evaluations will attest, we feel the Reading Across the Curriculum strategies have proved successful in accomplishing this three-fold purpose.

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